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ABSTRACT

In 1991, the Office of Educational Accountability of the Dade County Public Schools (Florida) in cooperation with the Office of Multicultural Programs conducted a survey of the perceptions of secondary school students about intergroup relations in the Dade County public schools. This survey was the first phase of a long-range evaluation of multicultural education programs for formative purposes. The instrument used was the Student Multicultural Relations Survey developed for the study. The survey was piloted in 1990, with 294 students and then administered to 2,030 middle school and high school students in 1991. A subsample of 264 students completed the open-ended questions, and an additional subsample of 71 students was retested as a measure of survey reliability. Factor analysis identified three common factors: (1) perceptions of personal interaction and openness toward other cultures; (2) perceptions of administrators' and teachers' fairness and respect toward students of different cultures; and (3) perceptions of social interaction, respect, and tension among students of different cultures. Overall, the majority of students appeared to have fairly positive perceptions regarding their personal interactions with students of other cultures and the fairness of teachers and administrators. However, less than half the sample thought that students showed respect for cultural differences. Middle school students generally had more positive attitudes than high school students. Most students reported that they had contact with students from other cultures. Six appendixes discuss the theoretical framework of the student, technical aspects, and responses to the open-ended questions. (Contains 4 graphs, 16 tables, and 17 references.) (SLD)

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ED 408 373

PERCEPTIONS OF INTERGROUP RELATIONS IN SECONDARY SCHOOLS OF DADE COUNTY PUBLIC SCHOOLS: RESULTS OF THE STUDENT MULTICULTURAL RELATIONS SURVEY

APRIL 1992

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EXECUTIVE SUMMARY

Purpose of the Survey: During the spring of 1991, the Office of Educational Accountability (OEA), in cooperation with the Division of Multicultural Programs, conducted a survey of secondary school students' perceptions of intergroup relations in Dade County Public Schools. The purpose of the survey was twofold: (1) to provide baseline data on students' perceptions of intercultural relations for program intervention and future comparisons and (2) to determine the utility and psychometric properties of the survey for the district. The survey constitutes the first phase of a long-range evaluation of multicultural education programs which will provide formative feedback to program administrators. Similar surveys will be conducted of the perceptions of teachers, administrators and parents in subsequent years.

Method and Data Source: The instrument used in conducting the survey was the Student Multicultural Relations Survey. The survey consists of 33 items which tap students' perceptions of intergroup relations in the school and community, their opinions on the representation of different cultural groups in the curriculum, how frequently they "mix" with students of other cultures, and their knowledge of various multicultural programs that are offered in the district. Items are arranged in five sections: Interaction, Contact, Representation, Knowledge of Programs and Open-Ended Questions.

The survey was developed by the evaluator and members of the Intergroup Relations Team. Items were created based on similar surveys of intergroup relations and cultural awareness, a review of the literature, and on multicultural curricula and guidelines. Throughout the development process, there were extensive collaboration and review between County personnel, community representatives, and multicultural experts. The survey was piloted in the spring of 1990 with 294 students. A preliminary reliability estimate for Section I was .78.

The survey was administered to 2,030 students in 26 randomly selected middle and senior high schools in May, 1991. Schools were representative of the six regions in DCPS, the school level (middle and senior high school), and districtwide ethnic and racial breakdowns. A sub-sample of 264 students was administered the open-ended questions on the survey. An additional sub-sample of 71 students was re-tested as a measure of the survey's reliability.

A factor analysis was conducted for Section I (items 1 - 14), in order to identify common "themes" or "factors" in these items. Three factors emerged: (1) Perceptions of Personal Interaction and Openness Toward Other Cultures, (2) Perceptions of Administrators'/ Teachers' Fairness and Respect for Students of Different Cultures and (3) Perceptions of Social Interaction, Respect and Tension Among Students of Different Cultures. A three-factor ANOVA was conducted for each factor. Sections II - V of the survey were analyzed descriptively (percentages). All of the data in Sections I - IV were subjected to analyses by population characteristics: school level (middle school - senior high), gender and ethnicity (White, Black, Hispanic and "Other"). Additionally, several analyses were conducted by school racial/ethnic composition.

The conclusions which emerged from the findings are presented below.

I. Interaction ("Getting Along"): Overall, the majority of students appear to have fairly positive perceptions regarding: a) their personal interactions with students of other cultures and b) the sense of fairness demonstrated by teachers and administrators toward students of different cultures. Students seem to have moderately positive perceptions with regard to their social interactions with students of different cultures. Findings for two items are indicative of the difference in perception observed for "Social Interaction." In one item, less than half of the sample (44.9 percent) thought that students showed respect for students' cultural differences. In a second item, approximately half (50.8 percent) thought that students "were afraid" of students of different cultures. Finally, half of the students (50 percent) perceived that teachers dealt with racial or ethnic slurs immediately.

In two of the three factors examined, "Social Interaction" and "Fairness of Teachers and Administrators," middle school students had significantly more positive perceptions than senior high students. Hispanic students were significantly more positive than White and Black students in "Personal Interaction" and "Social Interaction," and significantly more positive than Black students in "Fairness" perceptions. This suggests that middle school students (as compared to senior high students), and Hispanic students (as compared to students of White and Black racial/ethnic groups), generally had more favorable views on the intercultural interaction in their schools.

These findings will be further investigated in the second year of the survey. However, they suggest that program intervention is needed in the areas of: a) increasing students' respect for and understanding of students' cultural differences, and b) improving teachers' handling of racial/ethnic slurs in a more timely manner.

II. Contact: The majority of students reported that they had contact (or "mixed") with peers of different cultures. The amount of contact ranged from "often" to "sometimes." The frequency of contact reported was: in daily classes (most contact), before/after school (second highest amount of contact) and socially (third highest amount of contact. A lower proportion (but still the majority) reported that they had worked with students of other cultures in a school or community project during the past year. Finally, a high majority expressed willingness to assist/tutor students of different cultures; female students were significantly more positive (willing).

Analysis of the data by respondent groups revealed that while the majority of female and Black students responded positively to the questions on contact, the percentage of positive responses was consistently higher for females (indicating more "mixing") than for males, and consistently lower for Black students (indicating less "mixing") than for White, Hispanic and "Other" students. When the data were examined by racial/ethnic composition of the school, students in "predominantly Black" schools tended to report less mixing with other cultures than students in schools of other racial/ethnic compositions. The racial/ethnic composition of the school thus may explain the lower percentages of mixing generally reported by Black students.

The findings indicate that based on self-report, the majority of students appear to mix with peers of different cultures in a variety of in-and out-of school settings, and with varying frequency and degree of contact. This suggests that most students have opportunities to mix with, and are not isolating themselves from peers of other cultures. The findings further suggest that improvement is needed in the areas of: a) increasing Black students' contact with students of other cultures, particularly in "predominantly Black" schools, and b) increasing male students' contact with peers of different cultures.

III. Representation: The findings indicate that: a) the majority of students perceive that students of different cultures are fairly represented in various school organizations and activities, b) a fairly high majority thought that they had opportunities to learn about Black culture, c) a low majority thought they had opportunity to learn about Hispanic culture, and d) the majority perceived that they did not have opportunities to learn about Haitian, Jewish or "Other" cultures. The majority of the students thought that there was "quite alot" of representation of different cultures in their social studies textbooks but not in their textbooks for English, mathematics or science. These findings suggest areas in the curriculum in which representation of different cultural groups can be augmented.

IV. Knowledge of Programs: The majority of students reported that they were familiar with less than half (three of eight) of the multicultural programs offered in the schools. The majority of students who were familiar with these programs rated them as important. Middle school students tended to be more familiar with the programs, and assign them a higher importance rating, than senior high students. These findings suggest a need for further emphasis on multicultural programs by school and program staff, particularly in senior high schools.

V. Open-Ended Questions: Among the benefits of living in a multicultural community cited by students were: learning about other cultures (customs, languages and food) and forming new friendships. The students thought that intolerance of people of a different background, stereotyping and ethnic "put-downs" were the most serious racial/ethnic problems in the schools today. They thought that courses and activities that teach about other cultures, and cultural exchanges, would help solve these problems.

The sixth conclusion concerns technical findings of the survey itself:

VI. Utility and Technical Properties of the Survey: The findings indicate that the Student Multicultural Relations Survey appears to have good technical properties, i.e., reliability, convergent (external) validity (Section I) and content validity. With some modifications, the survey should be useful to the district in future assessments of perceptions of intercultural relations of students, teachers, administrators and parents.

Based on the conclusions, the following recommendations are made for school and program staff:

1. Promote among students respect for and understanding of students of different cultures.

2. Examine reasons why male students (as compared to female students), Black students (as compared to White, Hispanic, an "Other" students) and students in "predominantly Black" schools (as compared to students in schools of other racial/ethnic compositions) report less mixing with students of other cultures. Increase opportunities (such as cooperative learning teams) for male students and Black students to interact with students of different cultures, particularly in schools that are "predominantly Black."

3. Expand opportunities for students to learn about different cultures, such as those currently provided to learn about Black and (to a lesser degree) Hispanic cultures, by including (or expanding upon) contributions, heritage etc., of Hispanic, Haitian, Jewish and other cultures in the curriculum.

4. Promote and increase implementation of multicultural programs in the district, particularly in the senior high schools.

5. Continue use of the Student Multicultural Relations Survey, modify the survey for different populations (i.e., school staff and parents).

PERCEPTIONS OF INTERGROUP RELATIONS IN SECONDARY SCHOOLS OF DADE COUNTY PUBLIC SCHOOLS: RESULTS OF THE STUDENT MULTICULTURAL RELATIONS SURVEY

Introduction: Students in Dade County Public Schools represent diverse cultural and ethnic backgrounds. During the 1990-91 school year, the ethnic composition of Dade County's students was: White Non-Hispanic, 19.0 percent; Black Non-Hispanic, 33.3 percent; Hispanic, 46.5 percent; and Asian/American Indian, 1.2 percent (DCPS, Statistical Highlights, 1990-91).

In order to encourage multicultural communication and understanding among the diverse ethnic groups in DCPS, the district provides a number of special multicultural programs and services. One such service is offered by the Intergroup Relations Team (IRT), which provides multicultural training workshops to schools in each of the regions, and assists in solving multicultural problems at the school level. Recently, the team became part of the newly-formed Division of Multicultural Programs.

Purpose of the Survey: During the spring of 1991, the Office of Educational Accountability (OEA), in cooperation with the Division of Multicultural Programs, conducted a survey of secondary school students' perceptions on intergroup relations in Dade County Public Schools. The purpose of the survey was twofold: (1) to provide baseline data on students' perceptions of intercultural relations for program intervention and future comparisons and (2) to determine the utility and psychometric properties of the survey for the district. The survey constitutes the first phase of a long-range evaluation of multicultural education programs which will provide formative feedback to program administrators. Similar surveys will be conducted of the perceptions of teachers, administrators and parents in subsequent years.

Instrument: The "Student Survey on Multicultural Relations" was developed by the evaluator (S. Rothfarb) and members of the Intergroup Relations Team (Dr. Barbara Carey, Gary James, Yvonne Tartt Jenkins, Gepsie Metellus, Norma Sanchez and Tony Valido) during January - April, 1990. The theoretical framework for the survey (Appendix A) is based on studies of intergroup relations in schools and other social interaction settings (Allport, 1954; Brislin et al, 1986; De Vries, Edwards and Slavin, 1978; Lambert and Taylor, 1988; Lessing and Clark, 1976; Stephan and Stephan, 1985). Items were either created for the survey or adopted from similar surveys of intergroup relations and cultural awareness (Battles, 1989; DCPS Teacher Education Center Humanities Project Cultural Attitude Survey, 1989). Multicultural curricula and guidelines were additional resources (i.e., Anti-Defamation League of B'nai Brith, 1986; Florida Department of Education, 1990). Throughout the development process, there were extensive collaboration and review between County personnel, community representatives, and multicultural experts.

The survey consists of 33 items which tap students' perceptions of intergroup relations in the school and community, their opinions on the representation of different cultural groups in the curriculum, and their knowledge of various multicultural programs that are offered in the schools. Responses are anonymous. Items are arranged in five sections: Interaction, Contact, Representation, Knowledge of Programs and Open-Ended Questions. A description of each section follows. The survey was piloted in the spring of 1990 with 294 students; minor revisions were made based on pilot data. A preliminary reliability estimate for Items 1 - 14 (Section I) was .78. (Cronbach Alpha).

Description of the Student Multicultural Relations Survey

Section I: Interaction: ("Getting Along") Section I is comprised of Items 1 - 14. These items are a series of statements on how well students "get along" in a multicultural environment and in a multicultural school setting. The items also include questions on school administrators' and teachers' fairness and respect in interacting with students of different cultures. All 14 items are presented in Likert scale format with the five possible response categories and their numerical equivalents as follows: "Disagree a lot" (1); "Disagree a little" (2); "Undecided" (3); "Agree a little" (4); and "Agree a lot" (5).

Section II: Contact. Section II consists of four questions which elicit students' perceptions on the type and frequency of their contact with students of other cultural backgrounds. The items relate to the students' actual behavior, i.e., whether they have had friends of a different culture in their home during the past twelve months, or worked with students of different cultural backgrounds on a school or community project. The items in this section are designed to provide information on school and social interaction patterns among students of different cultures. One item is presented in Likert scale format with four possible response categories and their numerical equivalents as follows: "Often" (1); "Sometimes" (2); "Rarely" (3); and "Never" (4). Three items are presented in Yes/No format.

Section III: Representation. Section III of the Student Survey contains five items which assess students' opinions on how fairly or adequately different cultures are represented in school life. Some of the questions are directed toward the informal areas of schooling, e.g., fair representation in student organizations, clubs, class officers, band. Other questions address the instructional areas of the curriculum, i.e., whether the school provides opportunity to learn about contributions and customs of other cultures, and how much different cultural groups are represented in their textbooks or discussed in class.

It should be noted that in the latter questions, there is no attempt to determine whether the representation of different cultural groups is stereotypical or undermines a cultural group in any way. The items simply seek the students' perspective on the degree to which certain courses include different cultural groups in textbooks or class discussions.

In Section III, items pertaining to fairness of representation are presented in a Yes/No format. Items pertaining to the extent of representation are presented in Likert scale format with six possible response categories and their numerical equivalents as follows: "Quite a Lot" (1); "Very Much" (2); "Some" (3); "A Little" (4); "Not At All" (5) and "Uncertain, Cannot Rate" (6).

Section IV: Knowledge of Programs. In Section IV, students are asked whether they are acquainted with several major programs which concern multicultural topics and issues, i.e., Global Awareness, Holocaust Memorial and Materials, etc. The programs are available to all schools. Students are also asked to rate the importance of those programs with which they are familiar. The names of the program comprise Items 24 - 31. The format of the items is YES/NO, to determine students' knowledge of the program; and a 5 - point Likert scale to determine how important they think it is (1 = "not at all important" to 5 = "very important").

Section V: Open-Ended Questions. Section V contains two open-ended questions. They are designed to provide an opportunity for students to use their own words in expressing their thoughts on multicultural issues. These questions elicit students' opinions on what is enriching about living in a multicultural community, on what are the most serious racial/ethnic problems in the schools today, and what can be done to solve these problems.

Method and Sample

The survey was administered to students in 26 randomly selected middle and senior high schools in May, 1991. Schools were representative of the six regions in DCPS, the educational level (middle and senior high school), and districtwide ethnic and racial breakdowns. The sample consisted of students in randomly selected language arts/English classes (n = 2,030 students). A sub-sample of 13 percent (n = 264 students) was additionally given the open-ended survey questions. A second sub-sample of approximately three percent (n = 71) was re-tested as a measure of the survey's reliability. Reliability for the total scale was .78 (Spearman Rho). Members of the IRT administered the survey, under the direction of the evaluator.

Figures 1-4 show the demographics of the sample. As seen in Figure 1, the majority (60.8 percent) of the sample was from middle schools (n = 1,182), and 39.2 % percent was from senior high schools (n = 763). Fifty-three percent of the sample was female and 46.8% was male (Figure 2). By race and ethnicity, the sample was as follows: White, 21.8 percent; Black, 29.3 percent; Hispanic, 45.6 percent; and "Other," 3.2 percent (Figure 3). By place (country) of birth, the majority of students reported that they were born in the U.S.A. (71.1 percent), while 28.9 percent responded that they were born outside the U.S.A. (Figure 4). (Additional data on the student sample are presented in Appendix B).

By schools, the sample consisted of 16 middle and 10 senior high schools. The same design for selection of schools by racial/ethnic composition used in the School Report Card Survey Project (OEA, 1991) was employed in selecting schools for the present study. In both surveys, approximately one-third of all middle and senior high schools were identified to participate in the survey during each of three years: 1990-91, 1991-92 and 1992-93. The racial/ethnic composition of the schools selected (for each of the three years, in both studies) was (1) "predominantly Black," (2) "predominantly Hispanic", (3) "tri-ethnic," (4) "predominantly Black and Hispanic," (5) "predominantly White and Hispanic" and (6) "predominantly White." (Additional data on the school sample are presented in Appendix B).

The topics and questions addressed through the survey were:

I. Interaction ("Getting Along").

(A) What are students' perceptions of the personal and social interaction among students of different cultures? (B) What are students' perceptions of school staff's (teachers and administrators) treatment of different cultural groups?

II. Contact.

What are students' perceptions of how much in-school and out-of-school contact there is among students of different cultures?

III. Representation.

What are students' opinions of how adequately different cultural groups are represented in informal and instructional areas of the curriculum?

IV. Knowledge of Programs.

(A) How familiar are students with multicultural programs offered in the schools? (B) How important do they think these programs are?

V. Open-Ended Questions.

(A) What do students consider to be the benefits of living in a multicultural community? (B) What do students consider to be the most serious racial/ethnic problem in the schools today? (C) What do students think can be done to help this problem?

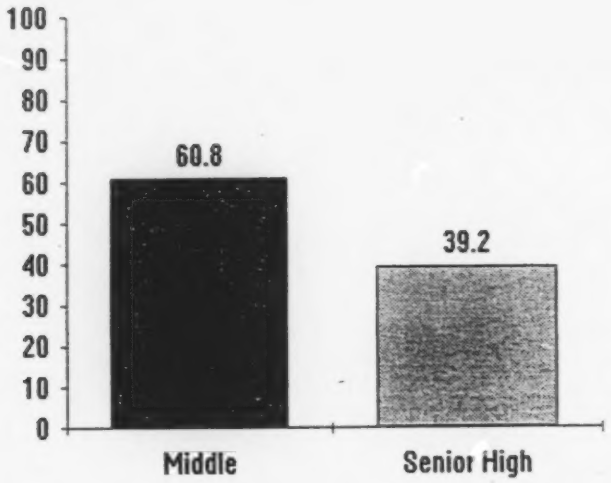

Figure 1
Sample By School Level

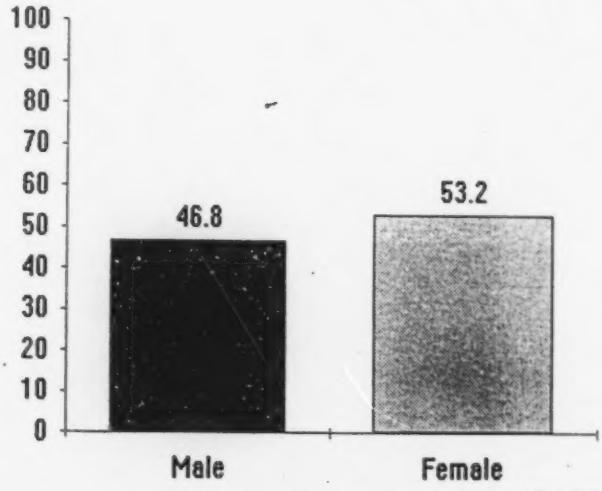

Figure 2
Sample By Gender

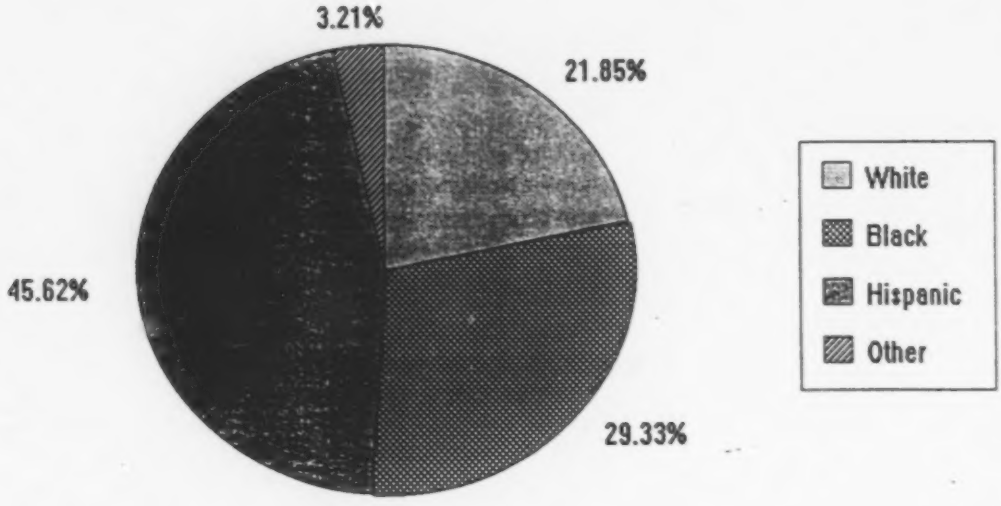

Figure 3
Sample By Ethnicity

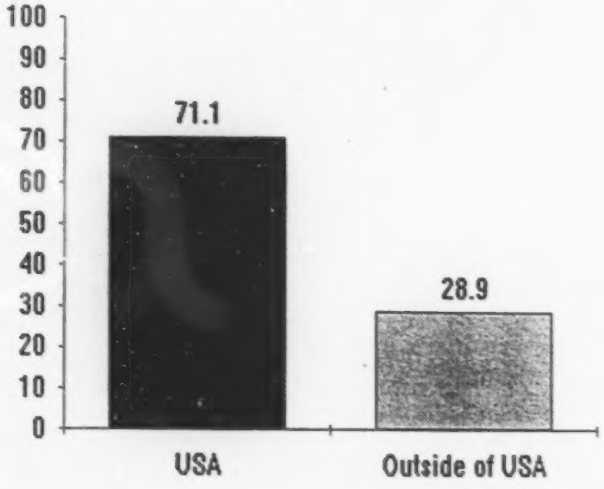

Figure 4
Place of Birth Reported By Students

Results

Data were analyzed using both descriptive and inferential statistics. Additionally, all of the data were examined by the following variables: level of school (middle or senior high), sex, and ethnicity (White, Black, Hispanic and Other).

Responses (percentages by response category) obtained from students are presented in Appendix C for the total survey. Following are the results by sections of the survey.

I. Interaction.

(A) What are students' perceptions of the personal and social interaction among students of different cultures?

(B) What are students' perceptions of the respect and fairness shown by teachers and administrators toward students of different cultures?

To facilitate the analysis of this section (Items 1 - 14), the statistical procedure 'factor analysis' was conducted. This procedure identifies common factors among survey items in order to reduce the number of observed variables (items).

An initial exploratory factor analysis of Items 1 - 14 was conducted using the principal components method. Three factors were indicated by the initial analyses. Since the correlation among the three factors was low, between .22 and .25, it was decided to use an orthogonal rotation to verify the factors. The initial factor pattern, communality and factor structure are presented in Appendix D, Table 1. After rotation, the three factors emerged, slightly modified. The factors were labeled as follows: 1: Perceptions of Personal Interaction and Openness Toward Other Cultures, 2: Perceptions of Administrators'/ Teachers' Respect and Fairness For Students of Different Cultures, and 3: Perceptions of Social Interaction, Respect and Tension Among Students of Different Cultures. The factors, their weights and the items are shown in Table 1. (The factors were comparable to those obtained by Bacon and Schultz (1991) in a similar study conducted in Pinellas County Public Schools using an adapted version of these items. This comparability of factors may be considered one measure of the items' convergent validity).

Means and standard deviations were computed for each factor score. Since a principal components analysis produces factor scores with a mean of "zero" and standard deviation of "one", they were rescaled, keeping their weights and showing the range of means in a more interpretable way (Table 2). The range for Factor 1 (six items) is scaled from 6.00 - 30.00; for Factors 2 and 3 (four items per factor) the range is scaled from 4.00 - 20.00.

The summary statistics (Table 2) indicate that as a whole, students have positive perceptions of intercultural interaction in the schools. The majority of the students had mean scores in the positive range in personal interaction ($M = 22.17$) and perceptions of fairness ($M = 13.77$); and in the moderately positive range in social interaction ($M = 11.49$) (Table 2). However, within-group means (middle - senior high, male - female and ethnic groups) suggested possible differences in perceptions between age, sex and ethnic groups.

To investigate whether there were within-group differences, factor scores were analyzed separately within a three-way analysis of variance (ANOVA). One three-way ANOVA was carried out for each factor, using groups (middle - senior, male - female and ethnicity) as independent variables (Tables 3, 4 and 5).

Analysis revealed that there were significant differences for groups on all three factors: Factor 1, F (7.49), d.f. 1,803, $p < .001$ (Table 3); Factor 2, F (2.79), d.f. 1,803, $p < .0003$ (Table 4); and Factor 3, F (5.36), d.f. 1,803, $p < .0001$ (Table 5). Results of the univariate F tests revealed that there were significant differences for school level and ethnicity on all three factors: Factor 1 (Personal Interaction), Factor 2 (Fairness) and Factor 3 (Social Interaction). Finally, significant differences were found for sex on Factor 1 (Personal Interaction). (See Tables 3 - 5). No interaction effects on any of the variables were found.

Table 1

Factor Labels For the Exploratory Analysis of Item Responses 1 - 14 on the Student Multicultural Relations Survey

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FACTOR 1: PERCEPTIONS OF PERSONAL INTERACTION AND OPENNESS TOWARD OTHER CULTURES

ITEMS	WEIGHTS[a]	
2	.76	I enjoy having friends from other cultural groups.
3	.74	I like living in a city with people from many different cultural groups.
1	.73	I like to be with people from many different cultural groups.
4	.60	My friends like living in a city with many different cultural groups.
5	.59	My parents encourage me to have friends from other cultural backgrounds.
6	.35	It is important for Americans to learn foreign languages.

FACTOR 2: PERCEPTIONS OF ADMINISTRATORS'/TEACHERS' RESPECT AND FAIRNESS FOR STUDENTS OF DIFFERENT CULTURES

ITEMS	WEIGHTS[a]	
14	.76	Administrators in this school respect cultural differences among students.
13	.75	Teachers in this school respect cultural differences amoung students.
11	.58	In this school, teachers deal with any racial or ethnic insults immediately.
10	.57	In this school, discipline is enforced fairly among students regardless of their cultural group.

FACTOR 3: PERCEPTIONS OF SOCIAL INTERACTION RESPECT AND TENSION AMONG STUDENTS OF DIFFERENT CULTURES

ITEMS	WEIGHTS[a]	
9	.66	Students in this school are afraid of students who have different cultural backgrounds than theirs.
7	.63	Students in this school usually "hang out" with students of the same cultural background.
8	.62	In this school, students mix easily with students who have different cultural backgrounds than theirs.
12	.54	The students in this school respect the cultural differences of other students.

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[a] Note: Weights show the loading on the factor of the orthogonal matrix (after rotation), and reflect the correlation of the variable (item) with the factor.

Table 2

Means and Standard Deviations of Factor Scores of Student Survey of Multicultural Relations by School Level (Middle - Senior), Sex and Ethnicity

Factor	LEVEL		SEX		ETHNICITY				TOTAL
	Middle	Senior	Male	Female	W	B	H	O	
	$\overline{X}$ (SD)	$\overline{X}$ (SD)	$\overline{X}$ (SD)	$\overline{X}$ (SD)	$\overline{X}$ (SD)	$\overline{X}$ (SD)	$\overline{X}$ (SD)	$\overline{X}$ (SD)	$\overline{X}$ (SD)
1. Personal Interaction	21.99 (3.29)	22.45 (3.45)	21.62 (3.49)	22.65 (3.18)	21.44 (3.56)	21.77 (3.60)	22.72 (3.02)	22.84 (3.18)	22.17[a] (3.37)
2. Fairness	13.97 (2.32)	13.47 (2.26)	13.69 (2.29)	13.84 (2.33)	13.78 (2.28)	13.45 (2.42)	13.96 (2.26)	13.76 (2.02)	13.77[b] (2.31)
3. Social Interaction	11.72 (2.17)	11.14 (2.06)	11.39 (2.14)	11.57 (2.16)	11.42 (2.26)	11.13 (1.95)	11.75 (2.18)	11.41 (2.20)	11.49[c] (2.15)
	n=1,080	n=724	n=837	n=967	n=389	n=522	n=833	n=60	n=1,804

NOTE: a) Highest possible score = 30.00
b) Highest possible score = 20.00
c) Highest possible score = 20.00

Table 3

Three-Way Analysis of Variance (ANOVA) on Factor 1 Scores of Student Survey of Multicultural Relations, by School Level (Middle-Senior), Sex and Ethnicity

Factor 1: Perceptions of Personal Interaction and Openness.

Overall F

Source	d.f.	Sum of Squares	Mean Square	F	Pr
Model (Between)	15	1210.613	80.707	7.49	.0001
Error (Within)	1,788	19271.193	10.778		
Total	1,803	20481.806			

Details in Source of Variation

Level (Middle-Senior)	1	49.302	49.302	4.57	.03[a]
Sex	1	113.405	113.405	10.52	.001[b]
Level X Sex	1	14.101	14.101	1.31	NS
Ethnic	3	529.163	176.387	16.37	.0001[c]
Level X Ethnicity	3	19.379	6.459	0.60	NS
Sex X Ethnicity	3	29.177	9.725	0.90	NS
Level X Sex X Ethnicity	3	25.280	8.426	0.78	NS

Note: Groups for Ethnicity variable are Whites, Blacks, Hispanics and Others (Asian, American Indian);
NS = not significant

a In Post Hoc analysis using Tukey's HSD, Senior > Middle

b Females > Males

c Other > Whites,
Hispanics > Whites, Hispanics > Blacks

Table 4

Three-Way Analysis of Variance (ANOVA) on Factor 2 Scores of Student Survey of Multicultural Relations, by School Level (Middle-Senior), Sex and Ethnicity

Factor 2: Perceptions of Fairness

Overall F

Source	d.f.	Sum of Squares	Mean Square	F	Pr
Model (Between)	15	220.978	14.731	2.79	.0003
Error (Within)	1,788	9440.226	5.279		
Total	1,803	9661.205			

Details in Source of Variation

Level (Middle-Senior)	1	52.981	52.981	10.03	.001[a]
Sex	1	1.945	1.945	.37	NS
Level X Sex	1	.026	.026	.01	NS
Ethnic	3	79.648	26.549	5.03	.001[b]
Level X Ethnicity	3	2.641	.880	0.17	NS
Sex X Ethnicity	3	14.514	4.838	0.92	NS
Level X Sex X Ethnicity	3	6.706	2.235	0.42	NS

Note: Groups for Ethnicity variable are Whites, Blacks, Hispanics and Others (Asian, American Indian);
NS = not significant

a In Post Hoc analysis using Tukey's HSD, Middle > Senior

b Hispanics > Blacks

Table 5

Three-Way Analysis of Variance (ANOVA) on Factor 3 Scores of Student Survey of Multicultural Relations, by School Level (Middle-Senior), Sex and Ethnicity

Factor 3: Perceptions of Social Interaction

Overall F

Source	d.f.	Sum of Squares	Mean Square	F	Pr
Model (Between)	15	359.953	23.996	5.36	.0001
Error (Within)	1,788	8005.486	4.477		
Total	1,803	8365.439			

Details in Source of Variation

Type (Middle-Senior)	1	29.798	29.798	6.66	.01[a]
Sex	1	5.826	5.826	1.30	NS
Type X Sex	1	1.299	1.299	.29	NS
Ethnicity	3	102.023	34.007	7.60	.0001[b]
Type X Ethnicity	3	15.984	5.328	1.19	NS
Sex X Ethnicity	3	31.997	10.665	2.38	.07[c]
Type X Sex X Ethnicity	3	15.577	5.192	1.16	NS

Note: Groups for Ethnicity variable are Whites, Blacks, Hispanics and Others (Asian, American Indian);
NS = not significant

[a]Post Hoc analysis using Tukey's HSD, Middle > Senior

[b]Hispanics > Whites; Hispanics > Blacks

[c]Interaction of Sex X Ethnicity approached significance

SR:bf/SURVEY53

TABLES3.SR/Pg.7

Post hoc comparisons for school level, sex and ethnicity were performed using Tukey's test ($p < .05$). For Factor 1 scores, Hispanic students and students in the category "other" had more positive perceptions on personal interactions than did White and Black students. Female students were also found to have higher scores on this factor than males (Table 3.) By school level, senior high students had significantly higher scores than middle school students (Table 3).

For Factor 2 scores, Hispanic students had more positive perceptions of administrators' and teachers' respect and fairness than did Black students. Middle school students were also found to have more positive perceptions of fairness than senior high students (Table 4).

Comparisons for Factor 3 revealed that Hispanic students had significantly higher scores on perceptions of students' social interactions than did White and Black students. Middle school students were found to have higher social interaction scores than senior high students (Table 5).

Discussion

The findings suggest that secondary school students, as a whole, have fairly positive perceptions of how different cultural groups interact in the schools. When examined by school level, middle school students viewed their social interactions, and equity of staff members in dealing with students more positively than did senior high students. With respect to gender differences, females were found to have more positive perceptions of personal interactions. When the data were examined by ethnicity, a consistent pattern of more positive perceptions among Hispanic students was seen. Hispanics were found to be more positive than Whites on personal and social interactions, and more positive on personal interaction, on fairness of treatment and on social interaction than Blacks.

All of the differences seen were small but significant, and suggest possible areas of program intervention. Survey items in which less than the majority of responses (see Appendix C) was positive should offer leads for improving intercultural climate in the school. Borderline positive responses should also be considered. Two such items (one borderline and one with less than a majority of positive responses) are in Factor 3, Social Interaction. These items suggest that students have concern for personal safety (Item 9: 50.8 percent positive responses; see Appendix C); and do not show respect for other students' cultural differences (Item 12: 44.9 percent positive responses, see Appendix C). It is interesting to note that both of these items were in the factor that showed the lowest positive responses ($M = 11.72$, where the possible highest score is 20.00).

A third item which may have implications for program/school staff is Item 11 in Factor 2, Teacher/Administrator Fairness. Responses on this item indicate that 50 percent of the students believe that teachers deal with racial or ethnic slurs immediately, while 50 percent are either uncertain or do not believe that they do (Appendix C).

In summary, the majority of students appear to have fairly positive perceptions with regard to their personal interactions with students of other cultures and the sense of fairness demonstrated by school staff toward students of different cultural groups; and had moderately positive perceptions regarding their social interaction with students of different cultures. Middle school students and Hispanic students seem to have the most positive perceptions. Less than a majority of the sample thought that students did not show respect for students of other cultures. Thus, an area where program intervention seems to be warranted is in increasing students' respect for students of different cultures. Other program intervention areas suggested by the data are in eliminating students' "fear" of students of other cultures, and improving teachers' handling of racial/ethnic slurs on a more immediate basis. These findings will be further studied in the second year of the survey study.

II. Contact

What are students' perceptions of how much in-school and out-of-school contact there is among students of different cultures?

Items 15-18 examine the extent to which respondents have contact with students of different cultures, in a variety of school and social situtations. The situations are: in-and-out-of-school mixing, contact through having friends at home or by working with other students on a project. Question 18 asks about potential contact, i.e., willingness to tutor students of different cultures.

The frequency with which students report mixing with students of other cultures, both in-school and out-of-school (Question 15) is shown in Table 6. Response categories "often" and "sometimes" were combined to indicate "mixing."

Table 6

Frequency of In-and-Out-of-School Mixing by School Level, Sex and Ethnicity

How often do you mix with students of other cultural groups:	SCHOOL LEVEL		
	TOTAL % often/sometimes	**MIDDLE % often/sometimes**	**SENIOR % often/sometimes**
in daily classes?	90.1	89.35	91.37
before/after school in extra-curricular activities?	71.8	72.55	70.73
socially?	68.8	70.87	65.44

	SEX	
	Male % often/sometimes	**Female % often/sometimes**
in daily classes?	89.71	90.69
before/after school in extra-curricular activities?	71.93	71.88
socially?	67.85	69.72

	ETHNICITY			
	White % often/sometimes	**Black % often/sometimes**	**Hispanic % often/sometimes**	**Other % often/sometimes**
in daily classes?	91.40	85.11	93.66	88.34
before/after school in extra-curricular activities?	74.88	62.02	77.79	72.88
socially?	74.50	55.51	73.73	80.00

Mixing in daily classes: By school level, ethnicity and gender, a high majority (85.11 - 93.66 percent) of students report that they mix with students of other cultures in daily classes (Table 6). A lower proportion of Black students, but still a high majority (85.11 percent) report mixing in daily classes. Hispanic students reported the highest percent (93.66 percent) of mixing in daily classes.

Mixing before/after school: By school level, ethnicity and gender, a clear majority (62.02 - 74.88 percent) of students report that they mix with students of other cultures before and/or after school (Table 6). A lower proportion of Black students, but still a majority (62.02 percent) report mixing before/after school.

Social mixing: By school level, ethnicity and gender, a clear majority (55.51 - 80 percent) of students report that they mix socially with students of other cultures, for example, going to movies, parties, etc. (Table 6). A lower proportion of Black students (55.51 percent), but still a majority, reports social mixing. Middle school students report more social mixing than senior high schools.

In summary, the greatest amount of mixing with students of different cultures reported by a high majority of all students was in daily classes. The majority of all students also reported occasional or frequent mixing before or after school in extra-curricular or social activities. Middle school students report more social mixing than senior high students, while Black students report less mixing (in daily classes, before/after school, and socially) than other ethnic groups.

Students were next asked whether they have interacted with students of a different culture on a project or in their home (Questions 16 and 17) during the past twelve months. These data are shown in Table 7.

Table 7

Frequency of Contact In the Home or On A School Project, by School Level, Sex and Ethnicity

In the past twelve months, have you had friends of a different culture in your home?

	TOT	MID	SR	MALE	FEMALE	W	B	H	O
% YES	72.3	72.95	71.24	73.29	71.53	79.31	57.80	77.23	86.67

In the past twelve months, have you worked on a school or community project with students of other cultural groups?

	TOT	MID	SR	MALE	FEMALE	W	B	H	O
% YES	58.1	57.07	59.69	52.49	63.00	62.81	53.39	59.53	65.00

Contact in the home: By school level, ethnicity and gender, a high majority of students (57.80 - 86.67) report that they have had a friend from another culture in their home during the past twelve months (Table 7). A lower proportion of Black students (but still the majority: 57.80 percent) reported this type of social contact.

Table 7a

Frequency of Mixing by School Racial/Ethnic Composition

How often do you mix with students of other cultural groups:	SCHOOL COMPOSITION					
	"BLK"	"HISP"	"TRI ETH"	"BL + HISP"	"W + HISP"	"WH"
	%: often/sometimes					
Racial/Ethnic Percentage Range	BL: 66.7-97%	HISP: 64.8-92.1%	W: 20.3-60.6% BL: 16.4-53.3% HISP: 15.6-60.9%	BL: 41.0-50.7% HISP: 40.1-57.5%	W: 33.6-50.7% HISP: 30.7-57.5%	W: 60.7-63.2%
In daily classes?	81.7	90.8	93.1	91.6	91.9	96.2
before/after school in extra-curricular activities?	62.3	72.3	75.8	69.7	78.1	72.5
socially?	59.0	69.4	68.8	68.9	83.0	64.4
	% YES:					
In the past twelve months, have you had friends of a different culture in your home?	63.7	74.9	72.0	66.4	82.3	70.9
In the past twelve months, have you worked on a school or community project with students of other cultural groups?	50.9	57.7	61.4	56.3	62.5	61.9
Would you be willing to help a member of a different cultural group with homework or tutoring?	88.1	93.8	91.0	81.5	92.6	89.4

Work on project: By school level, ethnicity and gender, the majority of students responded that they had worked on a school or community project with students of different cultures (52.49 - 63.00 percent: Table 7). It is interesting to note that the range of responses to this question was the lowest of the questions in the category "Contact": 52.49 - 63.00 percent. However, the majority of responses were still affirmative.

Among ethnic groups, the majority of Black students reported participating on a project with students of other cultures; nevertheless, the proportion of Black students responding affirmatively was lower than the other ethnic groups (Table 7).

A higher proportion of females (63 percent) than males (52.49 percent) responded affirmatively (Table 7).

Question 18 asked students whether they would be willing to tutor a student of another culture. A very high majority of all students surveyed (90.9 percent) responded that they would. Interestingly, female students were more positive (95.80 percent) than male students (85.16 percent). This difference was highly significant ($x2$ = d.f. 1, (62.71) $p < .000$).

Table 7a presents the data for questions 15 - 18 by school racial/ethnic composition. The data support the findings presented in Tables 6 and 7: the majority of students in each "school type" reported contact with students of different cultures in the various school and out-of-school settings examined. As can be seen in Table 7a, students in "predominantly Black" schools reported a lower percent of mixing, but are willing to tutor or work with students of a different culture. This suggests that students in "predominantly Black" schools, (although willing) may not have as much opportunity to mix with other cultural groups, as do students of other ethnicities, or students in schools of different racial/ethnic compositions.

In summary, the majority of the students report that they have the greatest amount of contact with students of different cultures in their daily classes. The majority also report intercultural contact before and after school, as well as socially. A high majority report that they had peers of different cultures in their home. To a lesser degree (although still the majority), students report having worked on a school/community project with students of different cultures. In the five questions pertaining to "Contact," the majority of female and Black students responded affirmatively. However, the percentage of positive responses was consistently higher (more contact) for females, and lower (less contact) for Blacks. A very high majority of students expressed willingness to tutor a student from a different culture; however, females had significantly more positive responses than males.

These findings suggest one possible area of program intervention. Program staff might consider additional emphasis on cooperative projects conducted by multicultural-biracial teams, since research has shown that cooperative learning teams can increase friendship patterns and other forms of social interaction between racial groups (DeVries, Slavin et al, 1978).

III. Representation

What are students' opinions of how adequately different cultural groups are represented in informal and instructional areas of the curriculum?

Questions 19-23 concern students' views as to whether different cultural groups are adequately represented in a variety of curriculum areas.

Question 19 asks students whether different cultural groups are fairly represented in the following school activities or organizations: academic honorees, athletic teams, cheerleaders, clubs, class/student government, student aides, band and school newspaper/yearbook. The percent of students that responded "Yes" to Question 19 is presented in Tables 8-10; Table 8 presents the responses by school level, Table 9 by sex, and Table 10 by the ethnic group responding.

As can be seen in Tables 8-10, a high majority (70.95 to 91.87 percent) thought that different cultural groups were fairly represented in school activities or organizations. It is interesting that the category reflecting the lowest percent of agreement (although still the majority: 67.66 to 76.67 percent) was "class and/or student government officers.". This finding was consistent across the three variables analyzed: school level, sex and ethnicity (Tables 8-10). By school level, the percent of students concurring that different cultural groups were fairly represented as class/student government officers was 72.16 percent for middle school students, and 73.25 percent for senior high students (Table 8). By sex, the percent of agreement was 71.11 for males, and 74.05 for females (Table 9). By ethnicity, the percent of agreement for whites was 71.92 percent; for Blacks, 67.66 percent (Table 10).

Table 8

Perceptions by School Level (Middle and Senior High Respondents) on Whether Cultural Groups Are Fairly Represented in School Activities

Do you think that members of all different cultural groups are fairly represented in this school as:	SCHOOL LEVEL		
	TOTAL % YES	MIDDLE % YES	SENIOR % YES
academic honorees?	77.1	76.30	78.23
athletic team members?	84.3	86.75	80.47
cheerleaders/majorettes?	76.6	77.90	74.54
club members?	82.9	81.43	85.19
club officers?	74.4	73.16	76.42
class/student government officers?	72.6	72.16	73.25
student aides?	81.0	80.17	82.23
band members?	87.0	88.71	84.30
school newspaper/yearbook staff members?	82.5	84.41	79.47

Table 9

Perceptions of Male and Female Respondents on Whether Cultural Groups Are Fairly Represented in School Activities

Do you think that members of all different cultural groups are fairly represented in this school as:	SEX	
	MALE % YES	FEMALE % YES
academic honorees?	76.47	77.60
athletic team members?	80.80	87.48
cheerleaders/majorettes?	76.57	76.61
club members?	80.20	85.45
club officers?	71.64	77.08
class/student government officers?	71.11	74.05
student aides?	78.86	82.80
band members?	85.06	88.61
school newspaper/yearbook staff members?	78.50	86.04

Table 10

Perceptions of Whether Cultural Groups Are Fairly Represented in School Activities, by Ethnicity of Respondents

Do you think that members of all different cultural groups are fairly represented in this school as:	ETHNICITY			
	WHITE % YES	BLACK % YES	HISPANIC % YES	OTHER % YES
academic honorees?	74.69	73.55	80.94	73.33
athletic team members?	83.46	78.74	88.47	79.66
cheerleaders/majorettes?	79.80	72.12	78.25	68.33
club members?	83.21	80.56	84.50	86.44
club officers?	74.01	70.95	77.46	71.67
class/student government officers?	71.92	67.66	76.67	66.67
student aides?	83.21	76.81	82.70	83.33
band members?	91.87	79.15	89.96	90.00
school newspaper/yearbook staff members?	81.48	78.25	86.75	78.33

Question 20 asks whether the students think that the different cultures of Miami are fairly represented throughout the school, i.e., on posters and bulletin boards, in school newspaper articles, etc. Responses are presented in Table 11.

Table 11

Perceptions on Whether Miami's Cultural Groups Are Fairly Represented in the School's Newspaper Articles and Bulletin Boards, by School Level, Sex and Ethnicity of Respondents

Do you think that school newspaper articles, bulletin boards, posters, etc., fairly represent the different cultures in Miami?

SCHOOL LEVEL

TOTAL % YES	MIDDLE % YES	SENIOR % YES
64.5	66.09	62.03

Do you think that school newspaper articles, bulletin boards, posters, etc., fairly represent the different cultures in Miami?

SEX

MALE % YES	FEMALE % YES
64.66	64.28

Do you think that school newspaper articles, bulletin boards, posters, etc., fairly represent the different cultures in Miami?

ETHNICITY

WHITE % YES	BLACK % YES	HISPANIC % YES	OTHER % YES
70.80	58.48	65.59	57.14

By group, ethnicity and gender, a majority (57.14% - 70.80%) of students thought that there is fair representation of Miami's different cultural groups in the school newspaper and on bulletin boards (Table 11). A lower proportion of "Other" and Black students, but still a majority (57.14% and 58.48%) thought that representation is fair. More White students found cultural representation to be fair (70.80 percent: Table 11). Overall, about two thirds of the students found that cultures are fairly represented (64.8 percent: Table 11), one third did not.

Summary: Most students perceive fair representation of Miami's different cultural groups in their school newspaper on bulletin boards and on posters. The majority, particularly Whites, have a positive perception of their school's fairness in representing/depicting different cultural groups. Further study may be warranted to determine why one third of the students do not think that cultures are fairly represented in these school media.

Question 21 asks, "Does your school provide opportunities for students to learn about the contributions, heritage, customs and holidays of the following cultures: Black, Hispanic, Haitian, Jewish and "Other?" Responses are presented in Table 12.

Table 12

Perceptions on Whether the School Provides Opportunities to Learn About Black, Hispanic, Haitian, Jewish and "Other" Cultures, by School Level, Sex and Ethnicity of Respondents

Does your school provide opportunities to learn about the contributions, heritage, customs and holidays of the following cultures:	SCHOOL LEVEL		
	TOTAL % YES	MIDDLE % YES	SENIOR % YES
Black?	85.6	87.24	83.13
Hispanic?	66.5	65.65	67.75
Haitian?	29.0	30.82	26.19
Jewish?	41.8	44.28	38.10
Other?	34.0	37.48	28.39

Does your school provide opportunities to learn about the contributions, heritage, customs and holidays of the following cultures:	SEX	
	MALE % YES	FEMALE % YES
Black?	84.82	86.26
Hispanic?	66.05	66.93
Haitian?	28.65	29.44
Jewish?	44.21	39.59
Other?	36.56	31.37

Does your school provide opportunities to learn about the contributions, heritage, customs and holidays of the following cultures:	ETHNICITY			
	WHITE % YES	BLACK % YES	HISPANIC % YES	OTHER % YES
Black?	85.96	81.82	86.90	91.67
Hispanic?	67.17	62.62	68.48	66.67
Haitian?	28.50	32.55	27.16	31.67
Jewish?	51.89	40.92	37.61	47.46
Other?	37.16	38.54	29.95	28.89

By school level, ethnicity and gender, a majority (62.62% - 91.67%) of students indicated that their schools provided opportunities to learn about Black and Hispanic cultures (Table 12). A low majority (66.05% to 67.17 percent) thought that there were opportunities to learn about the Hispanic culture (Table 12). However, less than the majority of all students surveyed (by school level, ethnicity or gender) thought that there were opportunities to learn about Haitian, Jewish or "Other" cultures (Table 12). One exception was noted: the majority of White students (Table 12:51.89 percent) thought that they had opportunities to learn about the Jewish culture.

Summary: A fairly high majority of all students surveyed thought that their school provided opportunities to learn about the contributions and heritage of Black culture, while a low majority thought that they had opportunities to learn about Hispanic culture. However, the majority did not think that their school provided such opportunities for learning about Haitian, Jewish or "Other" cultures.

Question 22 asks students their opinions on how much different cultural groups were represented in their textbooks during the past year (1989-90). Responses are presented in Table 13.

Table 13

Students' Views On Extent to Which Different Cultural Groups Are Represented in Their Textbooks

How much are different cultural groups represented in your textbooks this year?

SCHOOL LEVEL

	TOTAL %		MIDDLE %		SENIOR %	
	Quite Alot	Some	Quite Alot	Some	Quite Alot	Some
Textbooks:						
English	27.2	44.2	27.62	44.51	26.61	43.74
Mathematics	16.1	26.2	19.03	27.56	11.74	24.01
Science	23.1	38.2	26.09	39.95	18.42	35.53
Social Studies	59.4	28.0	63.33	25.72	53.16	31.44

How much are different cultural groups represented in your textbooks this year?

SEX

	MALE %		FEMALE %	
	Quite Alot	Some	Quite Alot	Some
Textbooks:				
English	28.45	43.08	27.17	45.26
Mathematics	18.24	27.29	14.37	25.13
Science	23.24	40.12	23.02	36.53
Social Studies	57.02	29.18	61.24	27.07

How much are different cultural groups represented in your textbooks this year?

ETHNICITY

	WHITE %		BLACK %		HISPANIC %		OTHER %	
	Quite Alot	Some	Quite Alot	Some	Quite Alot	Some	Quite Alot	Some
Textbooks:								
English	22.17	42.12	30.21	44.47	27.92	34.88	23.33	51.67
Mathematics	10.84	22.66	23.64	26.26	13.70	27.03	6.67	31.66
Science	17.12	29.31	27.01	39.03	22.12	38.71	23.33	33.33
Social Studies	63.21	23.95	52.05	34.14	62.72	25.68	56.66	31.66

By group, ethnicity and gender, the majority of students (53.16 - 63.21%) rated the representation of different cultural groups as "quite alot" in their social studies textbooks (Table 13). This finding was expected, as due to the nature of the subject, cultural groups would typically be included in social studies texts. The majority did not think that cultural groups were highly represented in English, Science or Math texts (Table 13).

Between 22.66% - 51.67% of the students perceived that different cultural groups had "some" representation in their textbooks, particularly in English texts.

Summary: By school level, ethnicity and gender, the majority of students thought that different cultural groups were represented "quite alot" in their social studies textbooks. Fewer students (6.67% to 27.92%) thought that different cultural groups were represented to this degree ("quite alot") in their English, mathematics or science textbooks.

Question 23 asks students how much different cultural groups are discussed in the following subjects and classes: English, Mathematics, Science, Social Studies and "Advisor - Advisee". Responses are presented in Table 14.

Table 14

Students' Views On Extent to Which Different Cultural Groups Are Discussed in Various Classes

In the subjects and classes listed below, how much are different cultural groups discussed?

SCHOOL LEVEL

Subjects or Classes:	TOTAL % Quite Alot	TOTAL % Some	MIDDLE % Quite Alot	MIDDLE % Some	SENIOR % Quite Alot	SENIOR % Some
English	24.7	46.9	24.04	45.51	25.73	49.08
Mathematics	10.7	25.4	13.45	29.05	6.47	19.68
Science	16.5	39.3	20.65	40.17	10.17	37.26
Social Studies	59.7	27.8	64.30	25.51	52.71	31.44
Advisor - Advisee	25.1	33.2	29.01	34.80	19.12	30.62

In the subjects and classes listed below, how much are different cultural groups discussed?

SEX

Subject or classes:	MALE % Quite Alot	MALE % Some	FEMALE % Quite Alot	FEMALE % Some
English	23.88	47.87	25.51	46.14
Mathematics	11.68	26.15	9.99	24.58
Science	16.82	40.07	16.35	38.88
Social Studies	57.52	29.67	61.48	26.39
Advisor - Advisee	24.28	34.21	29.94	32.05

In the subjects and classes listed below, how much are different cultural groups discussed?

ETHNICITY

Subjects or Classes:	WHITE % Quite Alot	WHITE % Some	BLACK % Quite Alot	BLACK % Some	HISPANIC % Quite Alot	HISPANIC % Some	OTHER % Quite Alot	OTHER % Some
English	19.70	49.38	28.46	45.13	24.24	47.53	30.00	43.34
Mathematics	6.48	20.45	15.51	26.54	8.86	25.86	10.17	23.73
Science	12.53	39.85	19.55	33.84	15.57	40.80	18.64	40.68
Social Studies	60.41	27.57	56.59	30.61	61.94	26.36	54.24	22.03
Advisor - Advisee	23.43	31.48	27.00	32.70	25.00	20.83	20.00	21.67

Findings for Question 23 tended to follow those for Question 22.

Summary: The majority of students (52.71% to 64.30%) thought that different cultural groups were discussed "quite alot" in their social studies classes. Fewer students (6.47 - 46.14%) thought that cultural groups were discussed "quite alot" in their English, mathematics, science or advisor - advisee classes.

Between 19.68% and 49.08% of the students perceived that different cultural groups were discussed to "some" degree in their classes, particularly in English classes.

In summary, the majority of students considered that different cultural groups were fairly represented in the formal curriculum, i.e., the school newspaper, bulletin boards, organizations and activities. With regard to representation in instruction, a fairly high majority perceived that their school provided opportunities to learn about Black culture, and a low majority thought that they had opportunities to learn about Hispanic culture. Furthermore, the majority did not think that such opportunities were provided for Haitian, Jewish or "Other" cultures. Most of the students considered that different cultural groups were represented in their social studies texts and class discussions, but had only "some" representation in English, mathematics and science. These findings suggest areas in the curriculum in which representation of different cultural groups can be increased.

IV. Knowledge of Programs

(A) How familiar are students with multicultural programs offered in the schools?

(B) How important do they think these programs are?

Questions 24 - 31 explored the extent to which students were acquainted with several key multicultural programs which were currently offered in DCPS (Table 15). Additionally, if students were familiar with the programs, they were asked to rate their importance (Table 16). Since the information obtained from Questions 24 - 31 was thought to have implications for the delivery of these programs, only findings pertaining to school level (middle and senior high school), and "total" (all responses) are presented. Findings pertaining to responses by sex and ethnicity are on file in the OEA office. Responses to Questions 24 - 31 follow in Tables 15 and 16.

Table 15

Students' Knowledge of Multicultural Programs Offered in DCPS by Total and School Level Responses

	TOTAL	
	YES n (%)	NO n (%)
Are you acquainted with:		
Hands Across the Campus	533 (27.75%)	1,388 (72.25%)
A World of Difference	1,080 (56.19%)	842 (43.81%)
Global Awareness	1,064 (55.39%)	857 (44.61%)
TEC Humanities Project	678 (35.37%)	1,239 (64.63%)
Holocaust Memorial and Materials	772 (40.42%)	1,138 (59.58%)
Student group in your school that deals with racial/ethnic problems	800 (41.95%)	1,107 (58.05%)
Multicultural Conferences/Workshops	788 (41.28%)	1,121 (58.72%)
School-sponsored plays, festivals etc.	1,370 (71.69%)	541 (28.31%)

Table 15 (continued)

Students' Knowledge of Multicultural Programs Offered in DCPS by Total and School Level Responses

	SCHOOL LEVEL			
	YES n (%)		NO n (%)	
	Middle	Senior	Middle	Senior
Are you acquainted with:				
Hands Across the Campus	373 (31.96%)	160 (21.22%)	794 (68.04)	594 (78.78%)
A World of Difference	695 (59.45%)	385 (51.13%)	474 (40.55%)	368 (48.87%)
Global Awareness	686 (58.63%)	378 (50.33%)	484 (41.37%)	373 (49.67%)
TEC Humanities Project	466 (39.93%)	212 (28.27%)	701 (60.07%)	538 (71.73%)
Holocaust Memorial and Materials	460 (39.59%)	312 (41.71%)	702 (60.41%)	436 (58.29%)
Student group in your school that deals with racial/ethnic problems	535 (45.96%)	265 (35.67%)	629 (54.04%)	478 (64.33%)
Multicultural Conferences/ Workshops	577 (49.61%)	211 (28.28%)	586 (50.39%)	535 (71.72%)
School-sponsored plays, festivals	882 (75.71%)	488 (65.42%)	283 (24.29%)	258 (34.58%)

As can be seen in Table 15, the majority of students reported that they were familiar with the following programs: A World of Difference (56.19 percent), Global Awareness (55.39 percent), and "School-sponsored plays, festivals, media events, etc., on cultural/racial issues" (71.69 percent). The multicultural programs which the majority of students were not acquainted with (Table 15) were: Hands Across the Campus (72.25 percent "not familiar"), the TEC Humanities Project (64.63 percent "not familiar"), the Holocaust Memorial and Materials (59.58 percent "not familiar"), a "Student Group in the school that deals with racial/ethnic problems (58.05 percent "not familiar"), and Multicultural Conferences/Workshops" (58.72 percent "not familiar"). In general, middle school students appear to be slightly more familiar with all of the programs, with the exception of the "Holocaust Memorial and Materials," than senior high students (Table 15).

Table 16

Students' Ratings of Importance of Multicultural Programs Offered in DCPS by School Level

If you are acquainted with the following programs, how important do you think they are?	SCHOOL LEVEL			
	Total Mid. & Sr. Rating Programs n	Total Mid. & Sr. Rating "Important"[a] n (%)	Mid. Rating "Important"[b] n (%)	Sr. Rating "Important"[c] n (%)
Hands Across the Campus	488	247 (50.61%)[a]	169 (68.42%)[b]	78 (31.57%)[c]
A World of Difference	1,015	691 (68.07%)	428 (61.93%)	263 (38.06%)
Global Awareness	993	691 (69.58%)	425 (61.50%)	266 (38.49%)
Humanities Project of TEC	631	364 (57.68%)	245 (67.30%)	119 (32.69%)
Holocaust Memorial and Materials	714	424 (59.38%)	231 (54.48%)	193 (45.51%)
Student group in your school that deals with racial/ethnic problems	744	520 (69.89%)	330 (63.46%)	190 (36.53%)
Multicultural Conferences/ Workshops	736	437 (59.37%)	307 (70.25%)	130 (29.74%)
School-sponsored plays, festivals, media events, etc., on cultural/racial issues	1,292	947 (73.29%)	597 (63.04%)	350 (36.95%)

Note: [a] Percent of total middle and senior high student rating program "Important"
[b] Percent of middle school students rating program "Important"
[c] Percent of senior high students rating program "Important"

Examination of Table 16 reveals that of the total middle and senior high school students rating the programs, the majority rated each program as "important." When viewed by school level, it appears that the majority of "importance" ratings assigned to each program were given by middle school students (Table 16).

In summary, the majority of the students surveyed were familiar with three of the eight multicultural programs offered in DCPS. Overall, middle school students seem to be more familiar with these programs, and more likely to consider them important, than senior high students.

V. Open-Ended Questions

(A) What do students consider to be the benefits of living in a multicultural community?

(B) What do students consider to be the most serious racial/ethnic problem in the schools today?

(C) What do students think can be done to help this problem?

Responses to the above open-ended questions were obtained from 13 percent (n = 264) of the sample, and are summarized below. For the verbatim responses/comments, see Appendix E.

Benefits of living in a multicultural community. Most of the benefits (253 cited) of living in a multicultural community indicated by students were: one can learn about other cultures, languages, customs, food, lifestyles; and meet people from all over the world. Other benefits mentioned were: better communication, understand different points of view and learn respect for others (33 comments); and make new friends (28 comments).

Most serious racial/ethnic problem in the schools today. The students mentioned intolerance, discrimination and prejudice (111 comments) among the most serious racial/ethnic problems in the schools today. Other problems cited were: separation of ethnic groups (i.e., in clubs or classes), conflict among Blacks, Hispanic and whites (79 comments), criticisms/put-downs based on ethnicity, stereotyping (32 comments) and lack of information about people of different ethnic backgrounds (23 comments). Forty-four comments identified "violence/gangs/crime" as a serious problem, however, the problem was not attributed to any ethnic group. A few students considered as a problem "teachers treating students differently based on race/ethnicity" (nine comments). Finally, "each racial/ethnic group feeling they are better than others "was identified as a problem in ten comments.

Solutions to racial/ethnic problems. The students offered the following solutions to racial/ethnic problems in the schools: encourage better multicultural relations, educate people (15 comments); courses and activities that teach about other cultures, cultural exchanges, multicultural festivals (32 comments); stop discriminating (32 comments).

Other solutions proposed were: "being polite, understanding, open-minded, respectful and accepting of other people's cultural differences and views" (27 comments); and "doing more things together (more school projects involving students of different ethnic groups)" (25 comments).

In summary, students thought that these were many advantages to living in a multicultural community, including learning about other cultures, customs, languages and food, and making new friends. According to the students, the most serious racial/ethnic problems confronting the schools today were intolerance, separation of ethnic groups in clubs or classes, conflict among Blacks, Hispanics and whites, ethnic criticisms/"put-downs," stereotyping, and lack of information about people of different ethnicities. In terms of solving these problems, students proposed courses and activities which teach about other cultures, being respectful and accepting of cultural differences, and having students of different ethnic groups do more things together.

The conclusions which emerged from the findings were:

I. Interaction. ("Getting Along")

(A) What are students' perceptions of the personal and social interaction among students of different cultures? (B) What are students' perceptions of school staffs treatment of different cultural groups?

Overall, the majority of students appear to have fairly positive perceptions regarding a: their personal interactions with students of other cultures and b: the sense of fairness demonstrated by teachers and administrators toward students of different cultures. Students seem to have moderately positive perceptions with regard to their social interactions with students of different cultures. Findings for two items are indicative of the difference in perception observed for "Social Interaction." In one item, less than half of the sample (44.9 percent) thought that students showed respect for students' cultural differences. In a second item, approximately half (50.8 percent) thought that students "were afraid" of students of different cultures. Finally, half of the students (50 percent) perceived that teachers dealt with racial or ethnic slurs immediately.

In two of the three factors examined, "Social Interaction" and "Fairness of Teachers and Administrators," middle school students had significantly more positive perceptions than senior high students. Hispanic students were significantly more positive than White and Black students in "Personal Interaction" and "Social Interaction," and significantly more positive than Black students in "Fairness" perceptions. This suggests that middle school students (as compared to senior high students), and Hispanic students (as compared to students of White and Black racial/ethnic groups), generally had more favorable views on the intercultural interaction in their schools.

These findings will be further investigated in the second year of the survey. However, they suggest that program intervention is needed in the areas of a: increasing students' respect for and understanding of students' cultural differences, and b: improving teachers' handling of racial/ethnic slurs in a more timely manner.

II. Contact

What are students' perceptions of how much in-school and out-of-school contact there is among students of different cultures?

The majority of students reported that they had contact (or "mixed") with peers of different cultures. The amount of contact ranged from "often" to "sometimes." The frequency of contact reported was: in daily classes (most contact), before/after school (second highest amount of contact) and socially (third highest amount of contact. A lower proportion (but still the majority) reported that they had worked with students of other cultures in a school or community project during the past year. Finally, a high majority expressed willingness to assist/tutor students of different cultures; female students were significantly more positive (willing).

Analysis of the data by respondent groups revealed that while the majority of female and Black students responded positively to the questions on contact, the percentage of positive responses was consistently higher for females (indicating more "mixing") than for males, and consistently lower for Black students (indicating less "mixing") than for White, Hispanic and "Other" students. When the data were examined by racial/ethnic composition of the school, students in "predominantly Black" schools tended to report less mixing with other cultures than students in schools of other racial/ethnic compositions. The racial/ethnic composition of the school thus may explain the lower percentages of mixing generally reported by Black students. Students in "predominantly Black" schools (although willing) may not have as much opportunity to mix with students of different cultures as students in schools of other racial/ethnic compositions.

The findings indicate that based on self-report, the majority of students appear to mix with peers of different cultures in a variety of in-and out-of school settings, and with varying frequency and degree of contact. This suggests that most students have opportunities to mix with, and are not isolating themselves from peers of other cultures. The findings further suggest that improvement is needed in the areas of: a) increasing Black students' contact with students of other cultures, particularly in "predominantly Black" schools, and b) increasing male students' contact with peers of different cultures.

III. Representation

What are students' opinions of how adequately different cultural groups are represented in informal and instructional areas of the curriculum?

The majority of students perceived that different cultural groups were fairly represented in the informal curriculum, i.e., the school newspaper, bulletin boards, organizations and activities. With respect to representation in instruction, a high majority thought that their school provided opportunities to learn about Black culture, a low majority thought that they had opportunities to learn about Hispanic culture but the majority did not think that such opportunities were provided for Haitian, Jewish or "Other" cultures. Most of the students considered that different cultural groups were represented "quite a lot" in their social studies texts and class discussions, but had only "some" representation in English, mathematics and science. These findings suggest areas in the curriculum in which representation of different cultural groups can be augmented.

IV. Knowledge of Programs

(A) How familiar are students with multicultural programs offered in the schools?
(B) How important do they think these programs are?

Students were familiar with less than half (three of eight) of the multicultural programs offered in the schools. The majority of students who were familiar with these programs rated them as important. Middle school students tended to be more familiar with the programs, and assign them a higher importance rating, than senior high students. These findings suggest a need for further emphasis on multicultural programs by school and program staff, particularly in senior high schools.

V. Open-Ended Questions

(A) What do students consider to be the benefits of living in a multicultural community? (B) What do students consider to be the most serious racial/ethnic problem in the schools today? (C) What do students think can be done to help this problem?

Among the benefits of living in a multicultural community cited by students were: learning about other cultures (customs, languages and food) and forming new friendships. The students thought that intolerance of people of a different background, stereotyping and ethnic "put-downs" were the most serious racial/ethnic problems in the schools today. They thought that courses and activities that teach about other cultures, and cultural exchanges, would help solve these problems.

Conclusion on utility and technical properties of the survey:

VI. Utility and Technical Properties of the Survey: The findings indicate that the Student Multicultural Relations Survey appears to have good technical properties, i.e., reliability, convergent (external) validity (Section I) and content validity. With some modifications, the survey should be useful to the district in future assessments of perceptions of intercultural relations of students, teachers, administrators and parents.

Based on the conclusions, the following recommendations are made for school and program staff:

1. Promote among students respect for and understanding of students of different cultures.

2. Examine reasons why male students (as compared to female students), Black students (as compared to White, Hispanic and "Other" students) and students in "predominantly Black" schools (as compared to students in secondary other racial/ethnic compositions) report less mixing with students of other cultures in school and social settings. Increase opportunities (such as cooperative learning teams) for male students and Black students to interact with students of different cultures, particularly in schools that are "predominantly Black."

3. Expand opportunities for students to learn about different cultures, such as those currently provided to learn about Black and (to a lesser degree) Hispanic cultures, by including (or expanding upon) contributions, heritage etc., of Hispanic, Haitian, Jewish and other cultures in the curriculum.

4. Promote and increase implementation of multicultural programs in the district, particularly in the senior high schools.

5. Continue use of the Student Multicultural Relations Survey, modify the survey for different populations (i.e., school staff and parents).

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APPENDICES

Appendix A.

Theoretical Framework of Student Multicultural Relations Survey

Category/Concept	Researcher	Item Theme	Item Number
People's intense feelings	Brislin et a1, and Stephan and Stephan	Anxiety, uncertainty	1-4
		Confronting one's prejudices	
Parental influence	Lessing and Clark	Parental influence on intergroup activities	5
Openness toward other cultures; Influence of learning a foreign language on cultural awareness	Lehman and Jones	Importance of Americans learning a foreign language	6
Social status of cultural groups	Lambert and Taylor, Battle	Uniformity of treatment (Fairness of discipline, respect)	10
Policy toward prejudical behavior	Berman (in Slavin)	"Zero" tolerance of verbal racial slurs	11
Knowledge, Bases of cultural differences	Brislin et al	Understanding and respecting values attributions	13,14
Social status of cultural groups	Lambert and Taylor, Battle	Respecting cultural differences	12,13,14
Intergroup contact	Allport, Slavin, Battle	Socialization patterns in school	7,8
Safety of environment	Storer	Concern for safety	9
Intergroup contact	Allport, Slavin	Socialization patterns in and out of school	15-18
Educational status of cultural groups	Gay	Patterns of representation	19
People's intense feelings	Brislin et al	Belonging	20-23
Social status of cultural groups	Lambert and Taylor	Understanding cultural differerences	20-23
Bases of cultural differences, Knowledge areas	Brislin et al	Awareness of multicultural programs on behaviors, expectations, values, customs of different cultures	24-31
Social status of cultural groups	Lambert and Taylor	Identifying enrichment and social tension factors of multicultural community	32-33

Appendix B. Additional Data on Student and School Sample

Table B-1 Distribution of School Sample by Racial/Ethnicity Composition

	"Black"	"Hispanic"	"Tri-Ethnic"	"Black + Hispanic"	"White + Hispanic"	"White"	Total Schools
Racial/Ethnic Percentage Range	BL: 66.7-97%	HISP: 64.8-92.1%	W: 20.3-60.6% BL: 16.4-53.3% HISP: 15.6-60.9%	BL: 41.0-50.7% HISP: 40.1-57.5%	W: 33.6-50.7% HISP: 30.7-57.5%	W: 60.7-63.2%	
	n	n	n	n	n	n	n
Middle	3	5	4	1	2	1	16
Senior	2	3	2	1	1	1	10
TOTAL	5	8	6	2	3	2	26

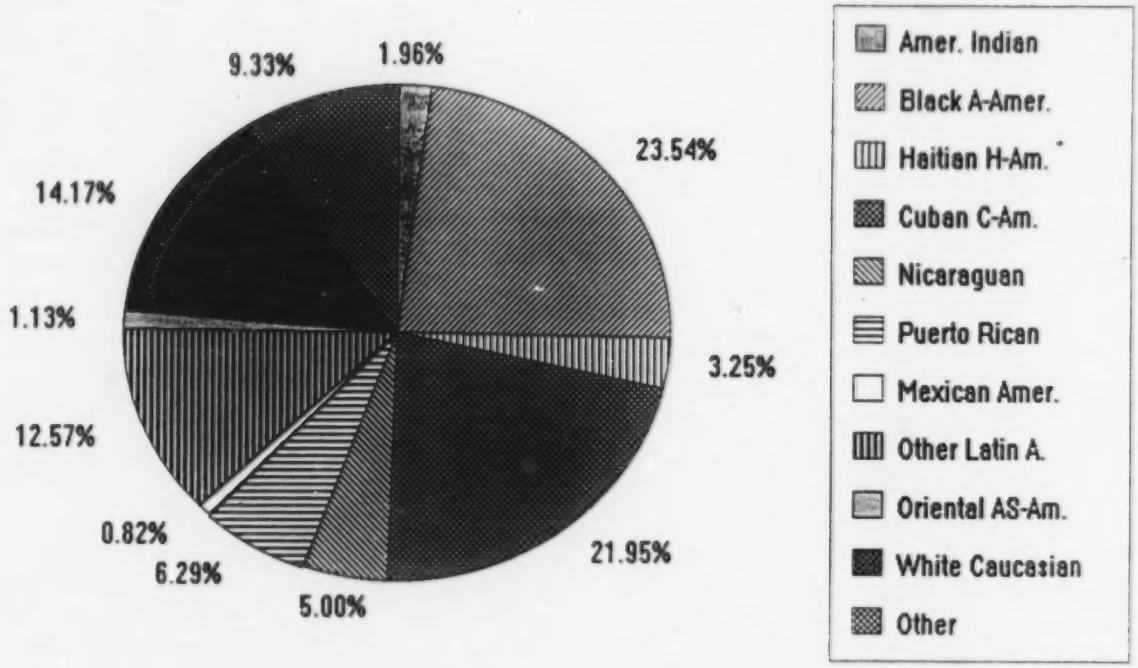

Figure B1
Students' Self Description of Ethnicity
By Specific Ethnic / Racial Group

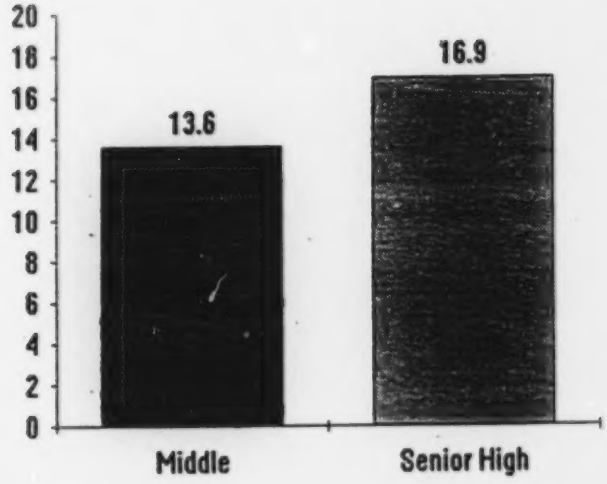

Figure B2
Mean Age Of Sample

Appendix C. Overall Student Multicultural Relations Survey Objective Ratings

	Percent		
	Disagree a lot/little	Undecided	Agree a little/lot
1. I like to be with people who have a different cultural background from mine.	7.1	15.6	77.2
2. I enjoy having friends from other cultural groups.	4.6	9.0	86.4
3. I like living in a city with people from many different cultural groups.	14.5	16.2	69.4
4. My friends like living in a city with many different cultural groups.	10.9	50.1	39.0
5. My parents encourage me to have friends from other cultural backgrounds.	21.5	22.2	56.2
6. It is important for Americans to learn foreign languages.	13.5	7.4	79.2
7. Students in this school usually "hang out" with students of the same cultural background.	71.1	8.0	20.9
8. In this school, students mix easily with students who have different cultural backgrounds than theirs.	25.0	16.4	58.6
9. Students in this school are afraid of students who have different cultural backgrounds than theirs.	25.5	23.7	50.8
10. In this school, discipline is enforced fairly among students regardless of their cultural group.	20.9	19.5	59.8
11. In this school, teachers deal with any racial or ethnic insults immediately.	27.3	22.6	50.0
12. The students in this school respect the cultural differences of other students.	36.0	19.1	44.9
13. Teachers in this school respect cultural differences among students.	12.7	16.5	70.8
14. Administrators in this school respect cultural differences among students.	10.4	23.1	66.5

15. Please circle the word under each of the situations below which best describes how often you talk toor mix with students of other cultural groups:

	Often/ Sometimes	Rarely/ Never
a) In daily classes	90.1	9.8
b) Before/after school in extra-curricular activities	71.8	28.1
c) Socially (for example, going to the movies, parties, etc.)	68.8	31.2

16. In the past twelve months, have you had friends of a different culture in your home?

YES	72.3%
NO	27.7%

17. In the past twelve months, have you worked on a school or community project with students of other cultural groups?

YES	58.1%
NO	41.9%

18. Would you be willing to help a member of a different cultural group with home-work or tutoring?

YES	90.9%
NO	9.1%

19. Do you think that members of all different cultural groups are fairly represented in this school as:

a) academic honorees?	YES	77.1%
	NO	22.9%
b) athletic team members?	YES	84.3%
	NO	15.7%
c) cheerleaders/majorettes/flagettes?	YES	76.6%
	NO	23.4%
d) club members?	YES	82.9%
	NO	17.1%
e) club officers?	YES	74.4%
	NO	25.6%

f) class/student government officers?

YES	72.6%
NO	27.4%

g) student aides?

YES	81.0%
NO	19.0%

h) band members?

YES	87.0%
NO	13.0%

i) school newspaper/yearbook staff members?

YES	82.5%
NO	17.5%

20. Do you think that school newspaper articles, bulletin boards, posters, etc., fairly represent the different cultures in Miami?

YES	64.5%
NO	35.5%

21. Does your school provide opportunities for students to learn about the contributions, heritage, customs, and holidays of the following cultures:

a) Black?

YES	85.6%
NO	14.4%

b) Hispanic?

YES	66.5%
NO	33.5%

c) Haitian?

YES	29.0%
NO	71.0%

d) Jewish?

YES	41.8%
NO	58.2%

e) Other?

YES	34.0%
NO	66.0%

22. How much are different cultural groups represented in your text books this year? In the textbooks used in the subjects listed below, please circle the rating number that best reflects your opinion.

	Quite a lot/ very much	A little/ some	Not at all	Uncertain
a. English	27.2	44.2	16.3	12.3
b. Mathematics	16.1	26.2	38.0	19.6
c. Science (Biology, Chemistry, Physics)	23.1	38.2	21.8	16.9
d. Social Studies (History, Government, Economics)	59.4	28.0	5.6	7.1

23. In the subjects and classes listed below, how much are different cultural groups discussed?

	Quite a lot/ very much	A little/ some	Not at all	Uncertain
a. English	24.7	46.9	20.9	7.5
b. Mathematics	10.7	25.4	50.8	13.1
c. Science (Biology, Chemistry, Physics)	16.5	39.3	32.2	12.0
d. Social Studies (History, Government, Economics)	59.7	27.8	5.8	6.6
e. Advisor - Advisee, Teachers As Advisers Classes (TAP, Home Base, Prime Time, Sharing and Caring, Focus)	25.1	33.2	16.3	25.4

Are you acquainted with:

24. Hands Across the Campus?

a) YES 27.7%
NO 72.3%

	Not/ Some Imp.	Undecided	Imp./Very Imp.
b) If YES, how important is it?	27.5%	21.9%	50.6%

25. A World of Difference?

a) YES 56.2%
NO 43.8%

	Not/ Some Imp.	Undecided	Imp./Very Imp.
b) If YES, how important is it?	19.6%	12.3%	68.1%

26. Global Awareness?

a) YES 55.4%
NO 44.6%

	Not/ Some Imp.	Undecided	Imp./Very Imp.
b) If YES, how important is it?	19.0%	11.4%	69.6%

27. Humanities Project of the Teacher Education Center?

a) YES 35.4%
NO 64.6%

	Not/ Some Imp.	Undecided	Imp./Very Imp.
b) If YES, how important is it?	23.9%	18.4%	57.6%

28. Holocaust Memorial and Materials?

a) YES 40.4%
NO 59.6%

	Not/ Some Imp.	Undecided	Imp./Very Imp.
b) If YES, how important is it?	22.7%	17.9%	59.4%

29. A student group in your school responsible for helping the school deal effectively with any racial/ethnic problems?

a) YES 42.0%
NO 58.0%

	Not/ Some Imp.	Undecided	Imp./Very Imp.
b) If YES, how important is it?	16.5%	13.6%	69.9%

Are you acquainted with:

30. Multicultural conferences/workshops?

a)

YES	41.3%
NO	58.7%

	Not/ Some Imp.	Undecided	Imp./Very Imp.
b) If YES, how important is it?	20.1%	20.5%	59.3%

31. School-sponsored plays, festivals, media events, art exhibits, field trips, videos or films focusing on cultural/racial issues?

a)

YES	71.7%
NO	28.3%

	Not/ Some Imp.	Undecided	Imp./Very Imp.
b) If YES, how important is it?	16.8%	9.9%	73.3%

Appendix D. Additional Factor Analysis Data

Table D - 1

Factor Pattern, Communalities and Factor Structure of Item Responses 1 - 14 on the Student Multicultural Relations Survey

	Pattern Matrix				Structure Matrix		
ITEMS	F1	F2	F3	h^2	F1	F2	F3
1	.57*	-.45	-.06	.54	.73*	.05	-.00
2	.60*	-.46	-.01	.58	.76*	.03	.05
3	.66*	-.37	.08	.59	.74*	.07	.19
4	.60*	-.24	.16	.45	.60*	.08	.28
5	.50*	-.32	-.12	.37	.59*	.13	-.02
6	.31*	-.17	-.17	.16	.35*	.15	-.08
7	.23	.11	.58*	.40	.06	-.10	.62*
8	.47*	.24	.42	.46	.16	.19	.63*
9	.20	.35	.53*	.45	-.11	.06	.66*
10	.41*	.32	-.24	.34	.10	.57*	.07
11	.38*	.32	-.32	.35	.08	.58*	-.00
12	.52*	.35	.25	.45	.14	.37	.52*
13	.55*	.46	-.28	.61	.11	.75*	.15
14	.50*	.46	-.36	.60	.08	.76*	.05

Proportion of variance explained = 6.41/14 = .457

Note: Standard regression coefficients > .30. After rotation, Items 1 - 6 still emerged as Factor 1, Items 8 and 12 became part of Factor 3 with Items 7 and 9, and Factor 2 emerged, consisting of Items 10, 11, 13 and 14.

Appendix E. Responses to Open-Ended Questions on Survey

Table E - 1

Students' Responses to Open-Ended Survey Questions by Frequency and Rank Order

Question 32:

In your opinion, what are the benefits of living in a community that is made up of different cultures?

Rank		Frequency
1.	Learn about other cultures: similarities and differences, languages, customs, food, lifestyles; meet people from all over the world.	253
2.	Get along and communicate better; understand different points of view; learn respect for others.	33
3.	Make new friends; form valuable friendships	28
4.	None	8
5.	Reflects stereotypes	3
6.	Other:	
	a. A new immigrant group is the "underdog"	1
	b. Makes your culture more unique	1
	c. Don't know/Don't care	1

Question 33A

What do you think is the most serious racial/ethnic problem in the schools today?

Rank		Frequency
1.	Discrimination, intolerance of people of different backgrounds, prejudice.	111
2.	Separation of ethnic groups, i.e., clubs, classes; conflict among Blacks, Hispanics and Whites.	79
3.	Violence/gangs/crime.	44
4.	Criticisms/"put-downs" based on ethnicity; stereotyping.	32
5.	Lack of information about people of different ethnic backgrounds.	23
6a.	People being ignored.	11
6b.	People being ignored.	11
7.	Each racial/ethnic group feeling they are better than others.	10
8.	Teachers treating students differently based on race/ethnicity.	9
9a.	Bringing too many refugees to Miami.	2

Question 33A (cont.)

Rank		Frequency
9b.	Communication, kids getting along with each other.	2
9c.	Curriculum Tracking - Minorities placed on low academic tracks.	2
10a.	Too much Spanish is spoken.	1
10b.	Racism/Economic deprivation	1
10c.	There's no problem.	1
10d.	Integration of schools	1

Question 33B

What can be done to help this problem?

Rank		Frequency
1.	Don't know.	55
2.	Encourage better multicultural relations; educate people.	51
3a.	Courses/activities/projects/assemblies and other information sources that can teach about other cultures. Cultural exchanges among different ethnic groups; multicultural festivals.	32
3b.	Stop discriminating; look at what is inside the person, not the color of the skin.	32
4.	Being polite, understanding, open-minded, respectful, and respectful, and accepting of other people's cultural differences and views.	27
5a.	More school projects involving students of different ethnic groups; doing more things together.	25
5b.	Nothing.	25
6.	Keep people out who would cause trouble and destroy things. Increase security.	15
7.	Establish/communication among the different racial/ethnic groups.	8
8a.	Learn to speak English; integrating the schools, not having a dominant (black/white) ethnic balance in the school.	6
8b.	Learn other languages.	6
9.	Keep schools segregated.	2
10a.	Roles of parents.	1
10b.	Help with employment.	1
10c.	Improve schools in bad neighborhoods.	1

Appendix F. Survey Cover Memorandum to Principals and Letter to Students

MEMORANDUM

RT-4340
May 3, 1991
RT-995-7500

TO: Selected Middle and Senior High School Principals

FROM: Ray Turner, Assistant Superintendent
Office of Educational Accountability

Barbara Carey, Executive Director
Division of Multicultural Programs

SUBJECT: STUDENT SURVEY ON MULTICULTURAL RELATIONS MAY 29 - JUNE 5, 1991

In accordance with the Educational Excellence Goal of Dade County Public Schools related to Multicultural Education, the Division of Multicultural Programs, in cooperation with the Office of Educational Accountability (OEA), is conducting a survey of middle and senior high school students. The survey constitutes the first phase of a long-range evaluation of multicultural educational programs, and will examine students' perceptions of multicultural relations in DCPS. Approximately one-third of all middle and senior high schools will participate in the survey during each of three years: 1990-91, 1991-92 and 1992-93. Your school has been randomly selected to participate in the present year, 1990-91.

The survey will be administered by the Intergroup Relations Specialists during May 29 - June 5, 1991. A specialist will contact you between May 16 - 24, to make the necessary arrangements. Students participating in the survey will be enrolled in a required language arts/English class. In the majority of the schools, one language arts/English class per grade level will be surveyed, i.e., one language arts class in each of grades 6, 7 and 8 (middle schools); and one English class in each of grades 9, 10, 11 and 12 (senior high schools). In some schools, two language arts/English classes will be surveyed in selected grades. Finally, one class in selected schools will be administered the survey a second time, for instrument reliability purposes.

The language arts/English classes will be identified by OEA. The Intergroup Relations specialist will advise you as to which classes will be surveyed in your school when he/she contacts you. Administration of the survey is approximately 20-25 minutes.

The results of this survey should provide the district with baseline data for improving multicultural programs and materials. We realize that this is a busy time of the year for you, and we appreciate your assistance.

If you have any questions on the survey, please call Ms. Gepsie Metellus, Multicultural Programs, at 995-1274, or Dr. Sylvia Rothfarb, OEA, at 995-7500.

Thank you for your cooperation.

RT/SR:cj

cc: Dr. Marilyn J. Neff
Mr. Frank de Varona
Mr. Horace L. Martin
Coordinating Principals

DADE COUNTY PUBLIC SCHOOLS

OFFICE OF EDUCATIONAL ACCOUNTABILITY • 1444 BISCAYNE BOULEVARD, SUITE 100 • MIAMI, FLORIDA 33132

OCTAVIO J. VISIEDO
SUPERINTENDENT OF SCHOOLS

DR. RAY TURNER
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OFFICE OF EDUCATIONAL ACCOUNTABILITY
(305) 995-7500

DADE COUNTY SCHOOL BOARD
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DR. MICHAEL KROP
MR. ROBERT RENICK

May 24, 1991

Dear Student:

The Intergroup Relations Team, in cooperation with the Office of Educational Accountability, is conducting a survey of how students in Dade County Public Schools think and feel about several multicultural issues. We would also like to know how familiar you are with existing programs and services that are geared toward improving intergroup relations.

Your school was among those randomly selected to participate in the survey. Teachers, school administrators and parents of the selected schools will be given a similar survey at a later date. We would appreciate your participation.

Please fill in the attached survey. It asks questions about your attitudes toward other cultures and cultural issues, which you should answer honestly. **Your answers will be strictly confidential; no individual student or school will be identified.**

We will be using the results of the surveys to make changes in multicultural programs. Recent world events have made it all the more important to build good relations in all communities. Your responses are, therefore, very important and will make a difference in the future of multicultural relations in Dade County.

Thank you for your cooperation.

Sincerely yours,

Ray Turner, Assistant Superintendent
Office of Educational Accountability

Barbara M. Carey, Ed.D.

Barbara Carey, Executive Director
Division of Multicultural Programs

RT/SR:cj
Attachments